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ABSTRACT

Presented are four award-winning projects from the 1983 American College Testing Program (ACT)/National University Continuing Education Association (NUCEA) competition for innovations in continuing education. The projects are categorized according to educational audience. In the category of instruction "Seminars, Courses, and Workshops for Antiquarians," a series of seminars, workshops, and short courses on the antique trade offered at Pennsylvania State University is described. A student services category "Hospital Volunteer Training Program for Prisoners," contains a hospital volunteer training program for long-term inmates of a Massachusetts minimum security prison. The third program, in the category of administration "Patient Relations in Hospitals: A Train-the-Trainer Approach," provides for the training of hospital health care workers. The final project, in the open category "Help: For You and Your Aging Parents," outlines a community service program publicizing the needs of the elderly. Each project description includes institutional affiliation, sources of funding, costs, number of participants, objectives, overview, and impact. (LP)

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INNOVATIONS IN CONTINUING EDUCATION

1983 AWARD-WINNING NEW PROGRAMS

Seminars, Courses, and Workshops for Antiquarians
Hospital Volunteer Training Programs for Prisoners
Patient Relations in Hospitals: A Train-The-Trainer Approach
Help: For You and Your Aging Parent

CE 800 011

Ninth in a Series on Continuing Education from:
NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION
and
THE AMERICAN COLLEGE TESTING PROGRAM

Other publications in the NUCEA-ACT Series on Continuing Education

Approaches to Community Development. Huey B. Long, Robert C. Anderson, and Jon A. Blubaugh (Eds.), 1973. (out of print.)

University Extension: The Early Years in the United States, 1885-1915. George M. Woytanowitz, 1974. $3.00

Innovations in Continuing Education: Award-Winning New Programs. National University Extension Association and The American College Testing Program, 1977. $3.00

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FOREWORD

The ACT-NUCEA Innovative Awards in Continuing Education program, a collaborative effort of The American College Testing Program (ACT) and the National University Continuing Education Association (NUCEA), was established in 1971. This publication is a compilation of the award-winning entries honored in April, 1983 at the NUCEA annual meeting.

The ACT-NUCEA awards are intended to honor the faculty and staff of NUCEA member institutions who have made innovative contributions that have nationwide, regional, statewide, or institutional application for the improvement of continuing education, and to disseminate information about these activities to other professionals.

Winners for 1982-83 were selected from the following four categories:

1. Instructional Programs
2. Student Services and Counseling
3. Administration/Organization
4. Open (may include combinations of above categories)

The awards committee used the evaluation procedure developed by prior committees, which had proven to be very efficient and workable. The evaluations and selections were based on four characteristics:

1. Transferability
2. Innovative quality
3. Workability
4. Impact

The committee was impressed with the diversity, quality and creativity of the programs that were submitted. The decisions were difficult and made with great care.

The winning entries were selected on the basis of their universal replicability and their potential for greatest impact; consideration was given to programs that represented collaborative efforts with diversified funding sources. And, of course, adherance to the proposal guidelines was a key factor in the decision making.

The Committee expresses its appreciation to ACT and NUCEA for the opportunity to participate in this challenging and educating selection process.

Donald W. Fancher
Associate Vice Provost, Extension
University of Missouri, Columbia

Dorothy Fenwick, Associate Director
Office of Educational Credit & Credentials
American Council on Education

James S. Featherstone, Jr.
Assistant Dean for Continuing Education
University of the District of Columbia

Note: Some of the exhibits and appendices have been omitted. They may be obtained along with additional information by contacting the principal continuing educator at the sponsoring institution.

Program Name:

Seminars, Courses, and Workshops for Antiquarians

Name of Principal Person(s) Responsible for Entry:

August R. Fetcko

Person(s) or Institution to Whom Award Would be Made:

August R. Fetcko, Penn State University

Source(s) of Funding:

Participants enrollment fees: $76,272.00

Cost of Program:

Varied with type of program

Number of Participants in Program(s):

2674

Objectives of Program:

To establish educational programs which help antique dealers, collectors, appraisers, and auctioneers enhance their knowledge of antiques and collectibles.

To establish educational credibility and training for those engaged in antiques related professions.

To preserve our American heritage by providing more knowledge of antiques and collectibles.

To provide essential knowledge of the business aspects of dealing in antiques and collectibles.

To educate the public regarding values which are placed on antiques and collectibles.

OVERVIEW

Recognizing that the skills, knowledge and techniques needed to be a successful antiques dealer, appraiser, or auctioneer are complex and subject to change, Penn State/Behrend has developed a series of workshops, seminars and courses designed to sharpen the skills and enhance the knowledge of the professional antiquarian. It should be noted that this area of innovative programming has enrolled 2,674 participants in various antiques related programs throughout the Penn State system and generated $76,272.00 in enrollment fees for the University.

The media has also considered these programs to be innovative and of interest to their viewing and reading audience. Five of these programs have received extensive television coverage and four have been the subject of major articles in local and trade papers.

This past decade has seen a marked increase in the number of individuals who have an interest in profiting from the past and currentl an estimated 35,000 auctioneers, appraisers and full time dealers share a market estimated at 12 billion dollars a year. Add to this number the thousands of collectors and part time dealers in every area of the country and you have some indication of the vast clientgroup awaiting programs of this type.

NARRATIVE

Antique...described as "an object having special value because of its age; especially a work of art or handicraft that is over 100 years old." The word itself evokes visions of something old, elegant, romantic, mysterious, and valuable.

And to thousands of people indeed even millions, the acquiring of antiques and "collectibles" is a hobby that, for many, is developing into both a pleasurable and profitable passion. Collectors throng to shows, auctions and house sales seeking items which can enhance their homes and their lives.

Recognizing the interest and importance in this rapidly growing "industry", the Behrend College of Penn State, through its Continuing Education department, has offered a variety of workshops and seminars for persons pursuing the collection of old items.

Our preliminary research indicated that many people seemed to be entering the field as shop owners, auctioneers, appraisers, and other antique related vocations, but did so with very little guidance or direction. Many more seemed to be looking at antiques and collectibles as tangible investments which they could enjoy both aesthetically and financially.

Further research on educational programs available to this rather large client group indicated that very few colleges or universities had any programs which would benefit these individuals.

Our first venture into the antiques world was a one day seminar entitled "Succeeding in the Antiques and Collectibles Business" which attracted forty three antique dealers, collectors, auctioneers and appraisers from six different states and Canada to our campus.

This particular seminar has also been conducted quite successfully at our Berks and Allentown campus and has drawn over forty enrollees at these sites.

The evaluations submitted by the participants were all very favorable and encouraged us to attempt other programs which would cover other subjects and topics of interest to "antiques people."

A rather uncertain economy, a preoccupation with the past, the desire of many individuals to have their own small business, and the investment potential inherent in antiques and collectibles were some of the factors which contributed to the phenomenal response to our program offerings during the past two years.

A few of the seminars offered at the Behrend College the past two years and their enrollments are as follows:

NAME OF PROGRAM	ENROLLMENT
SUCCEEDING IN THE ANTIQUES AND COLLECTIBLES BUSINESS II	40
THE IDENTIFICATION AND VALUATION OF ORIENTAL ANTIQUES AND RUGS	31
APPRECIATION OF THE DOLL	38
ANTIQUE APPRAISAL CLINIC	40

Hundreds more have enrolled in short course offerings of six to ten weeks duration at our campus and other Penn State campuses.

An "antiques summer school" which we entitled "Profits From the Past" proved to be one of the most successful programs ever offered at Behrend.

Our primary goal in this five day program was to provide both the seasoned professional and the novice dealer or collector with an intensive, information filled seminar which would enhance their professionalism, competency, and proficiency in their chosen collecting pursuits.

Since this seminar has attracted 120 participants from so many different states and generated over $22,000 in enrollment fees, it seems to be quite evident that there is great potential for other institutions to conduct seminars, lectures, and courses for those individuals engaged in the fields of antique dealing, appraising and auctioneering.

States represented in the 1981 and 1982 program were:

Arkansas
California
Colorado
Connecticut
Florida
Illinois
Indiana
Kentucky
Maryland
Massachusetts
Michigan
Missouri
New Jersey
New York
Ohio
Pennsylvania
Vermont
Virginia
Wisconsin

Specifically, this course was designed for:

- Antique dealers who wished to enhance their knowledge and learn "spin-off" activities for increased profit
- Auctioneers and estate liquidators who must possess a knowledge of antiques and collectibles because of the nature of their business
- Aspiring dealers who dream of opening their own shop
- Appraisers and house sale conductors who seek credibility through educational endeavors of this type

In response to what participants liked best about the seminar, they wrote:

"An excellent idea to conduct it and continuing the program has got to be a must....It's terrific!"

"This seminar is the best thing that could happen to anyone thinking of becoming a dealer."

"One of the highlights of my life."

An important part of this seminar was the social interaction among the participants. In many of the evaluations they alluded to the benefits of interacting socially with people from other parts of the country and sharing with them their collecting interests.

Another important aspect of this program was the awarding of a Penn State certificate attesting to thirty two hours of instruction in antiques study.

Will the collection obsession continue? A series of studies conducted by Leo J. Shapiro and Associates, a Chicago marketing research firm, indicated that one American out of five is a collector of something. The studies indicated further that, in the six to seventeen year age bracket, one out of two youngsters is a collector.

A direct quote from Mr. Shapiro seems to indicate the future of the potential market for continuing education:

*"There are many things we don't know about collectors, Mr. Shapiro said, "But we do know that, among young people, the collector urge relates to an early desire to go to college, to become a professional person. Collecting is one way to start entering the adult world."

*American Collector;
January, 1978

The seventy seven year old woman who drove from Ann Arbor, Michigan to Erie by herself, the reformed alcoholic who has given up drinking in favor of collecting, the elderly couple who plan to supplement their retirement income with a small antique shop all seem to have profited greatly from "Profits From the Past" and it is our opinion that antique collecting is not a fad or short run interest.

It is something that could be offered as an entire department with several different areas. The diversification and subjects in this field are staggering.

In summation, it is obvious that there is a great desire on the part of many individuals to learn more about the identification, valuation and liquidation of antiques and collectibles and many more who need the educational opportunities which can only be supplied by the colleges and universities who truly want to serve the needs of their people.

Program Name: Hospital Volunteer Training Program for Prisoners

Applicants: Robert L. Lynch, Director, Arts Extension Service
Pam Korza, Special Projects Coordinator, Arts Extension Service
Dr. Miriam Williford, Associate Provost for Continuing Education and Public Service

Institution to whom award should be made: Arts Extension Service, Division of Continuing Education, University of Massachusetts at Amherst.

Sources of Funding: Babette Schiller Spiegel Memorial Fund

Cost of Program: $20,000

Number of Participants in Program: 170

Objectives of Program:

1. To provide training for long-term and life sentence inmates of the Massachusetts Northeast Correctional Center, the Mass. minimum security correctional facility. The training relates to the patient-care services provided by the inmates for multiply-handicapped residents of two Mass. state health institutions through a day release program.

2. To help the inmates gain a better basic knowledge of how the human body and mind function and why physical and mental disabilities occur by offering two degree accredited three-credit courses in Human Biology and Psychology.

3. To provide inmates with technical skills useful in their everyday work with special needs people through 12 non-credit workshops in such areas as arts therapies, sports therapy, and group dynamics and leadership training.

4. To present the opportunity for the inmates, and the residents and staff members of the health facilities to learn to work together and use workshop information in special hands-on activities such as arts workshops and theater presentations.

The Students

Long term and life sentence inmates at Northeast Correctional Center (NCC), a minimum security prison in the Massachusetts correctional system, were the students in an eleven month training program coordinated by the Arts Extension Service (AES) of the Division of Continuing Education at the University of Massachusetts at Amherst. The training program focused primarily on a specific group of inmates belonging to a program called the Concord Achievement Rehabilitation Volunteer Experience or C.A.R.V.E. The C.A.R.V.E. program enabled inmates to work on a daily basis providing patient care to residents at a state school for the mentally retarded or a hospital for the mentally handicapped, both near the prision facility.

Background on the C.A.R.V.E. Program

Established in 1968, the C.A.R.V.E. Program is the oldest of the State School and Hospital Volunteer Programs in Massachusetts. The Volunteer Programs were developed collaboratively by the Mass. Department of Corrections and various participating health institutions.

According to George Romanos of the Mass. Department of Corrections, they "comprise a network of individual public service and training programs aimed at meeting current critical needs in both corrections and the fields of public and mental health. Each program utilizes carefully screened volunteers from one or more state or county correctional facilities to provide direct patient care, arts, sports and recreation therapy, training and other specialized programming for the mentally ill, retarded, handicapped, aged, infirm, and otherwise disabled or disadvantaged residents of selected state Mental Health or Public Health Facilities. Recipient institutions in the C.A.R.V.E. Program were Fernald State School and Metropolitan State Hospital in Waltham, Mass.

These volunteer programs constitute a significant part of the Department of Correction's 'community reintegration' effort, offering participating inmates a unique and humanizing work experience, a variety of training and educational opportunities, and pre- and post-release employment possibilities, as well as a concrete vehicle for channelling their individual talents and energies to help supplement and carry out a vast range of important programs and services to state school and hospital residents.

Participants in the C.A.R.V.E. Program are transported daily to and from their work site. Volunteers perform duties comparable to those of regular school or hospital employees and work under the direct supervision of mental and public health professionals and other supervisory personnel."

The Need

While the C.A.R.V.E. Program had been in operation for twelve years, inmates' formal training was limited to a two-day orientation program which Fernald State School and Metropolitan State Hospital require of all new employees before starting work. Individualized informal training occurred on an on-going basis in each work assignment but depended on the volunteer's interest and motivation and often was restricted by professional staff's availability to spend time training C.A.R.V.E volunteers.

In March, 1980 a survey of the C.A.R.V.E. inmates was completed assessing the long and short range educational and vocational goals of the inmates. When asked about long range goals, the highest percentage of men (39%) expressed an interest in a degree program in human services. 56% of the men responded positively to short term training in the general area of "mental health techniques." It became clear that on-site skills training and college accredited courses related to the inmates' work were much needed and desired.

In the spring of 1980 the Division of Continuing Education at the University of Massachusetts at Amherst received a request for a proposal to provide educational services for the C.A.R.V.E. Program participants for the 1980-81 period. The request came from Kit Bryant, Director of the Higher Education in Prisons Program (HEPP) of the Division of Continuing Education at the University of Massachusetts at Boston, who through her regular work, became aware of the education needs of the C.A.R.V.E Program. Bryant was also on the Advisory Committee for the Babette Schiller Spiegel Memorial Fund, an endowment entrusted to UMass/Boston by Mrs. Spiegel to provide educational programs for long term and life sentence inmates in Massachusetts correctional institutions.

The request for a proposal was directed to the Arts Extension Service of the Division of Continuing Education, Amherst because of AES' successful track record in program development. AES responded to the request because it was a unique opportunity for the Division of Continuing Education at Amherst to extend educational programs to a new audience. Even more intriguing for AES was the possiblity that a component of the training program could include training in the creative therapies, in which several C.A.R.V.E. men were involved. AES has as part of its purpose "to make the arts accessible to a diversified audience." Its prior work with arts programs for special needs populations provided a foundation for developing this program.

The Arts Extension Service conducted a series of meetings over the summer with prison, hospital, C.A.R.V.E., and UMass/Boston administrators to more specifically determine the needs and interests of all parties involved. In addition, about 20 inmates were interviewed on 3 separate occasions. All those interviewed had similar observations concerning the needs of program participants. Program objectives were

outlined in relation to those needs as follows:

1. A better basic knowledge of how the human body works and why physical deformity and physically caused mental retardation occur.

2. A better basic knowledge of how the human mind works and the causes of mental illness.

3. An understanding of how groups function and the special dynamics of groups of mentally handicapped people.

4. Training in everyday work areas such as creative, athletic, and recreational therapies.

5. Training concerning the special problems of older patients and of the hyperactive.

The overall goals were better trained volunteers who would be more confident and effective at their jobs, and a related opportunity to work toward personal long-range higher education goals.

The program that was proposed and finally implemented had four major components.

1. Credit Courses

Two college credit courses, happening sequentially, presented a basic introduction to: Human Biology with an emphasis on biological problems leading to physical abnormalities, and Human Behavior with a focus on understanding behavioral abnormalities. The courses took place one evening a week at Northeast Correctional Center and were open to non-C.A.R.V.E. inmates at NCC as well as to C.A.R.V.E. Program participants. The credit courses were designed with a non-credit option which enabled inmates who felt they were unable to handle the requirements of a credit course to still participate and receive the information. The courses were taught by UMass/Boston faculty who had prior experience teaching prison populations.

2. Non-Credit Skills Training Workshops

Concurrent with the credit courses, a series of twelve, three-hour, non-credit workshops were conducted twice a month during the inmates' regular work day. They were held at Fernald State School. Topic areas covered were:

1. Creative Therapy (general theory)
2. Creative Therapy (visual/craft)
3. Creative Therapy (movement/theater)
4. Creative Therapy (music)

5. Sports Therapy (introduction)
6. Sports Therapy (hands-on workshop)
7. New Games as Therapy
8. Group Dynamics and Leadership Training (introduction)
9. Groups Dynamics and Leadership Training (working with people)
10. Groups Dynamics and Leadership Training (with the mentally handicapped)
11. The Aging Process
12. Behavior Modification

All workshops stressed hands-on learning of skills with some theoretical background. Volunteers learned to work with the blind in pool activities, utilize dance to increase body movement potential, and leadership techniques in different group situtations. Workshops were designed to be active and fun as well as instructive. Film, video and slide tape presentations were incorporated into four of the workshops.

Workshop instructors were selected on the basis of their knowledge of the subject, their ability to relate the subject to the specific problems of the handicapped, and their ability to train the inmate group which spanned a wide range of educational levels.

Extensive research of potential instructors was done and a final roster of eleven professionals in fields related to the workshop topics were chosen. Instructors included Norma Kanner, a well-know innovator in the field of dance therapy and professor at Lesley College, Cambridge; Dale Sschwarz, Director of the New England Art Therapy Institute, staff professionals from Fernald School and Metropolitan State Hospital and other practicing professionals in mental health care.

3. Resource Center

A complete set of course text books and books related to workshop topics and other concerns of the C.A.R.V.E. Program were purchased and set up in the library of Northeast Correctional Center. This Resource Center provides on-going support materials for present and future C.A.R.V.E. participants and for other prisoners. The Resource Center also includes audio cassette tapes of each non-credit workshop.

4. Special Presentations

Five special presentations were developed to expand on other aspects of the Training Program and to draw together inmates, health facility staff and residents in common activities.

* Titicot Follies - This documentary film by Fred Wisemen makes an honest statement of the deplorable and difficult

conditions of one Massachusetts mental health institution related to care of the institutionalized and their physical environment.

* Crosswalk Theater - This theater group, with its extensive experience working with the handicapped performed at Fernald School for a group of Fernald residents, C.A.R.V.E. Volunteers, and Fernald staff. Not only was the performance enthusiastically received but Crosswalk also conducted a workshop for C.A.R.V.E. men and staff which gave ideas for using theater exercises with clients.

* Weaving Workshop - Don Karp, weaver, led a participatory activity at Metropolitan State Hospital which involved geriatric patients, C.A.R.V.E. men and hospital staff in a large-scale group weaving project. The weaving is now displayed at the Hospital.

* Spring Day Clowning - C.A.R.V.E. volunteers were involved in planning an annual Spring Festival for the residents of Fernald State School. The Training Program presented antics by special education teacher and professional clown, Henry Brown who also was on hand to discuss circus arts usage with special needs individuals.

* Torff-Hotchkiss Ensemble - To bring closure to the Training Program and offer something for all inmates at NCC, a jazz celebration was held at the prison.

Who Participated

A total of 170 different people directly received some part of the

Hospital Training Program. Twenty-six C.A.R.V.E. inmates and five staff members of Metropolitan State Hospital attended the non-credit workshops. A total of eleven different students enrolled in the two credit courses with ten students completing each course. A total of 165 people, including C.A.R.V.E. men, hospital staff, and residents participated in the five Special Presentations.

As of March 3, 1980 the average education of the men participating in the C.A.R.V.E. Program prior to their incarceration was nine and a half years. Three of the men had completed high school or obtained a GED. Over half had earned a GED while in prison and 39% have taken some college courses. Average age of C.A.R.V.E. participants was 32 years with an age range of 21 to 53 years. Staff persons attending the workshops were performing functions similar to those of the C.A.R.V.E. volunteers. Residents at Fernald School who participated in Special Presentations and who benefit from the C.A.R.V.E. Program's volunteer services are severely physically and mentally disabled.

Those at Metropolitan State Hospital are emotionally disturbed.

Program Impact

Evaluation of the Hospital Training Program was conducted by an independent evaluator. According to the evaluations, this program was highly regarded by everyone who participated in it and in some form of the evaluation process. The workshops and courses were seen as contributing to the knowledge and understanding of causes of mental retardation and psychological disabilities.

The Director of the C.A.R.V.E. Program, inmates, and staff felt the non-credit workshops served a definite need by providing information and specific activities which could be used with clients at Metropolitan State Hospital and Fernald State School. The program also helped to develop a professional attitude toward C.A.R.V.E. for many newcomers to the C.A.R.V.E. Program.

Inmates and staff used and adapted many of the workshop activities to meet patient needs. They gained an understanding of handicaps which enabled them to work more effectively with people at Metropolitan State Hospital and Fernald State School. The Director of the C.A.R.V.E. Program as well as workshop participants felt personal and professional growth and development were the result of professional presentations and materials.

Some workshops were perceived as more useful than others. Workshops in which participants were active were found to be more helpful and interesting then workshops where films, lecture or discussion were the primary teaching mode. Workshops focusing on music, movement, dance, sports and new games were all favorably received. The activities presented in these sessions could be used or adapted while other activities, such as the blind swim, encouraged an awareness of physical problems and suggested ways of working with clients who have these problems.

The Coordinator of Credit Courses at NCC and inmates were pleased to have courses offered for college credit. Science courses are infrequently offered and the Biology course was particularly appreciated. A dedicated instructor and enthusiastic tutor made this an excellent course. One inmate, close to completing work toward a B.A., said 'this was definitely one of the best courses he had taken. The human behavior course offered an opportunity to learn theory and analyze motivations which expanded self-knowlege and understanding.

Instructors of both the workshops and credit courses, as well as the tutor, felt inmates and staff were responsive to these formats and to the introductory concepts and activities offered.

Of the five Special Presentations which were held, one was deemed particularly interesting and useful. The theater performance and

workshop by Crosswalk Theater held at Fernald State School was well received by Fernald residents and C.A.R.V.E. volunteers. The C.A.R.V.E. Director in 1982 was seeking additional funds to continue Crosswalk's work with the C.A.R.V.E. Program.

The Hospital Training Program has impact on three state facilities and is being continued by the Higher Education in Prisons Program as of January 1983. A very similar format and much of the same content are intended. The Training Program demonstrates strong potential to reach other inmates participating in the Department of Corrections State School and Hospital Training Programs in other facilities in Massachusetts. At this time there are ten such programs where mental health training would be of value.

PROGRAM NAME:

Patient Relations in Hospitals: A Train-The-Trainer Approach

NAME OF PRINCIPAL PERSON RESPONSIBLE FOR ENTRY:

William C. Childers, Ph.D.
Adult Counseling Specialist
University of Georgia Center for Continuing Education

PERSON(S) OR INSTITUTION TO WHOM AWARD WOULD BE MADE:

William C. Childers, Ph.D.
University of Georgia Center for Continuing Education

SOURCE(S) OF FUNDING:

Contract with individual hospitals

COST OF PROGRAM:

Approximately $2000 per hospital

NUMBER OF PARTICIPANTS IN PROGRAM:

Approximately 500 per hospital

OBJECTIVES OF PROGRAM:

Health care workers will learn:

To understand the impact of each employee's verbal and nonverbal responses on the perception of patients, visitors and the community about the organization and the health care it provides.

To become more perceptive of the type of request the patient or visitor is making and to learn to respond to the request in an effective way.

The hurtful effects of rumor, gossip and chronic complaining and to respond in an effective way to inappropriate communication.

A model for listening, responding and problem solving.

To develop sensitivity to one's own nonverbal communication and the nonverbal communication of patients, visitors and staff.

To develop skill in dealing effectively with anger (within and from others).

PATIENT RELATIONS IN HOSPITALS: A TRAIN-THE-TRAINER APPROACH

Many comments and criticisms, both justifiable and not justifiable, are being directed toward health care delivery systems in the United States because of what patients believe to be a lack of concern by health care staff members, both professional and support, for their needs and the impersonal way services are being offered. Criticism ranges from the "quick, impersonal inspection" by a physician to the way in which a food service worker delivers the hospital meal. It also extends to the way in which the hospital switchboard operator handles calls from the public to how the patient accounts staff deals with questions about bills and other charges. In essence the reaction can be formed as a result of interaction with any employee, no matter what the level of training of that employee might be. In many ways the hospital is a victim of rapid scientific and medical breakthroughs that encourage, through mechanization, the impersonalization of health care. However, at the same time there is a growing awareness on the part of patients and their families of their rights in terms of information about the treatment being delivered. Add to this the fact that lawsuits are at an all-time high from disgruntled patients and their families and it is easy to see that there is a need to find solutions to the problem. The solution involves maintaining the dignity

and rights of the patient as a person in spite of the impersonalization of advanced technology.

If hospital patients are asked to describe the characteristics of their favorite staff members, chances are those characteristics will be included in the following list: kind, caring, smiles a lot, listens, spends time with me, sweet, friendly, good sense of humor, warm, honest, understanding, gentle, or helpful. One thing that is obvious from this list is that for the most part these characteristics are interpersonal skills as opposed to technical knowledge or training that we generally associate with health care personnel. If this finding holds up across many health care institutions, and so far it has in our work with hospitals, then the problems hospitals have had in the last several years with disgruntled patients and their families can be explained in part by a deficit in interpersonal skills training on the part of the staff. Generally, a hospital's staff can be broken down into two main categories, professional and support. For the most part the professional staff has been trained in technical skills with little emphasis in the interpersonal area. After all, it was not too many years ago that patients allowed health care professionals to do just about anything they wanted to with them and no questions were asked. Support staff such as aides, orderlies, dietary workers, housekeeping personnel, etc., spend more minutes during the course of a day with patients than professional staff and yet persons at this level have had virtually no training in dealing effectively with people.

The Adult Counseling Office of the University of Georgia Center for Continuing Education took on the task of developing a strategy of training for health care personnel at all levels in basic interpersonal skills. The requirement was to deliver a true skill-development program to all levels of health care staff, and do it in such a way as to mesh the knowledge of how adults learn with the skill components of a human relations model all within the reality constraints of a hospital. The result of this effort is the Patient/Guest/Co-Worker Awareness Training Program, a program that allows hospitals to have members of their own staffs trained as trainers to deliver the workshop hospital-wide. For the cost of sending two or three employees to a seminar, a hospital can have a program that impacts all employees. The development of this program is discussed below.

In order for the patient awareness program to be a true cooperative effort, a hospital in Georgia was identified that was willing to serve in a pilot capacity during the development of the program. A small committee was formed that represented the major divisions of the staff. The Adult Counseling Specialist at the University of Georgia Center for Continuing Education served on the committee and also was responsible for pulling the committee's ideas together into the development of a program that could be delivered to all levels of health care staff. After several months of

deliberation, the following decisions were made that allowed the Adult Counseling Specialist to start work on the materials:

- The program would be delivered by existing hospital staff who would be trained by the Adult Counseling Specialist as trainers.
- An attempt would be made to select trainers from all areas of the hospital so that rapport and empathy would be enhanced.
- The number of hours of training would be 12, and the delivery of the 12 hours would be variable to accommodate the schedules of hospital staff.
- Group size would be under 15 to encourage participation by all members.
- A training manual would be provided to each employee.
- An evaluation would be developed to determine if the training was making a difference with patients, visitors, and co-workers.
- A trainer's manual would be developed so that all trainers would be using a similar format for delivering the workshop.

Armed with the framework mentioned above the Adult Counseling Specialist developed the program. Ten years' experience as a trainer in human relations skills and six years' work experience in hospitals qualified the Adult Counseling Specialist for this task. After literature review and interviews with a cross section of hospital staff to find out what the major interpersonal problems

were as perceived by the staff, the following objectives were developed for the program:

Health care workers will learn:

1. To understand the impact of each employee's verbal and nonverbal responses on the perception of patients, visitors and the community about the organization and the health care it provides.
2. To become more perceptive of the type of request the patient or visitor is making and to learn to respond to the request in an effective way.
3. The hurtful effects of rumor, gossip and chronic complaining and to respond in an effective way to inappropriate communication.
4. A model for listening, responding and problem solving.
5. To develop sensitivity to one's own nonverbal communication and the nonverbal communication of patients, visitors and staff.
6. To develop skill in dealing effectively with anger (within and from others).

One important requirement for the program was that it be flexible enough to be used with all levels of staff. Since hospital staffs are generally composed of persons with a range of ability from highly skilled professionals to those who are non-readers, the materials had to have multiple options for use and trainers had to be sensitive to the level of the group. When appropriate, trainers were able to go into detail about the theoretical rationale behind the training program. Also, when appropriate the exercises could be conducted for groups with little or no reading ability. This type of flexibility

did not seem to inhibit the ability to the trainer to accomplish the stated objectives.

In selecting trainers for the program, certain prerequisites were established. Since these persons would be instructors, it was felt that some kind of teaching experience was important. Some candidates had had informal teaching experience in church activities, boy scouts, or civic clubs, and others had been teachers in traditional classrooms or in in-service departments of hospitals. Another prerequisite was that they be willing to give at least two hours a week to the program. This requirement ruled out some whose jobs would not allow [illegible] kind of commitment. A third prerequisite, and one harder to measure, was that the candidate have both an awareness of the interpersonal problem in the hospital and a willingness to be part of a team that was designed to do something about the problem. This attitude was determined through interviews with all applicants. Since there was no restriction on what level of employee could apply, applicants came from all areas of the hospital. One strength of the program was that persons were trained as trainers from support areas, administrative areas, and professional health care delivery areas. It was discovered during the implementation of the program that employees responded positively when an instructor was a person who worked in the same general area of the hospital as the trainee. Consequently, every effort was made to pair the trainer with a group that was similar to the trainer in job description and/or education.

Once the materials were developed and trainers were selected, the actual train-the-trainer sessions were scheduled. Since the plan was to use essentially the same program at more than one hospital, the materials were copyrighted by the University of Georgia Center for Continuing Education. However, trainers were granted permission to use the materials in their hospitals. The training program for trainers was conducted in six days. This six day program constituted the majority of the cost of the program. Following these sessions, the cadre of trainers was ready to continue the program in their hospital. The Office of Adult Counseling staff observed the new trainers in their first training session and critiqued their performance. After this, the University of Georgia Center for Continuing Education continued to offer its services in a consulting capacity as needed.

After the pilot was completed, the program was repeated in several hospitals and the materials have continued to be refined. Presently, the Office of Adult Counseling has taken on the largest training program in its history. Grady Memorial Hospital in Atlanta, a 1000 bed teaching hospital has contracted with the University of Georgia Center for Continuing Education to train enough trainers to put their entire staff of 4300 employees through the 12 hour program. The first group of 15 trainers has completed the six day training session and the second group is currently being selected. It is estimated that between 40 and 50 trainers will be necessary to conduct this program.

To this point, with five hospitals having trained over 4000 staff members, evaluations have been very positive from both the trainer group and the trainee group. Also, hospital administrators in the state are talking to one another about the program and many inquiries are coming in from all over Georgia. Evidence is growing that this grass roots attempt to change a community's perception of its hospital from negative to positive is working. The greatest need at this point in the development of the program is devising a follow-up schedule that will keep trainers up to date with current training techniques and program content. Development of follow-up materials has been hampered by the demand from hospitals for the program that has already been established.

From a small beginning, with an idea being tossed around, this program has caught on in a big way and the future is bright for it. The train-the-trainer approach is cost-effective in that hospitals are using their own employees as instructors and there are positive spinoffs as a result of persons crossing departmental lines to either conduct the training or participate in it. Also, the problem being addressed in the workshops is probably one of the most common that hospitals have to deal with, and training is clearly the most efficient way to combat a negative community perception. The program was developed as a result of blending the expertise of the University of Georgia with the expertise already at the hospital, through

establishment of lines of communication between the two institutions, and incorporation of adult learning principles to the theoretical plan. And it's working!

Program Name: Help: For You and Your Aging Parent

Name of Principal Person Responsible for Entry:

Renee Zarin, Associate Director, Continuing Education Program

Institution and Person to Whom Award Would be Made:

Continuing Education Program
Queens College
City University of New York
Renee Zarin, Associate Director

Sources of Funding:

Chase Center 60, A Program of the Chase Manhattan Bank, N.A.
Wood Kalb Foundation
Tuition fees

Cost of Program:

$2500

Number of Participants in Program:

500 to date

Objectives of Program:

General Objectives:

To provide a valuable community service program with a particular emphasis on the needs of the aging in a non-threatening, non-therapeutic educational setting.

To recognize the national concern in caring for the elderly by bringing together resource information, technical knowledge and explanations of government regulations not easily available to the non-professional.

To develop a program model addressing common needs that can be replicated in different locations.

Specific Objectives:

To answer questions about the aging process and the physical and psychological needs of the elderly;

To identify and delineate the agencies and services available to the elderly.

To focus on the self-help coping strategies for dealing successfully with caring for elderly parents.

Help: For You and Your Aging Parent

INTRODUCTION

Queens College Continuing Education Program submits Help: For You and Your Aging Parent for an innovative program award in category (1) Instructional Programs. Through this program, educational institutions can help to meet a pressing, contemporary need which exists in every community.

Help: For You and Your Aging Parent presents information for adults who are responsible for providing care for their aging parents. It reaches an audience diverse in age, economic and social backgrounds. The timeliness of this program is reinforced daily by the recognition of an increasing growth of the aging population across the country. One simple fact gave impetus to this program: nearly 90% of the elderly are cared for in their own communities, at home.

The usual presentation of topics dealing with the aging takes place in a hospital, social service agency, nursing home or other health related facility where information of immediate concern to the patient population is disseminated. Feelings of guilt and anxiety frequently overwhelm the caregiver at that time. Help is needed but the knowledge and availability is often shrouded in mystery and complicated agency, medical and legal requirements. The instructional design of this program provides a different and specific approach to the subject matter.

Help: For You and Your Aging Parent is a coordinated, integrated program bringing together many aspects of caring for the aging in a non-threatening, non-therapeutic, educational setting.

The program has made a wide impact not only on the immediate geographic area, but has been nationally recognized by other institutions. Requests for curriculum and program material have come from many parts of the country. The design, format and instructional content of the program may be replicated without difficulty.

PROGRAM OBJECTIVES

Help: For You and Your Aging Parent was designed to meet both general institutional programming objectives, and within the framework of the program, several specific educational objectives.

The institutional objectives are:

1. To provide a valuable community service program with particular emphasis on the needs of the aging in a non-threatening, non-therapeutic educational setting;

2. To recognize the national concern in caring for the elderly by bringing together resource information, technical knowledge and explanations of government regulations not easily available to the non-professional;

3. To develop a program model addressing common needs that can be replicated in different locations.

The specific educational objectives of the program are:

1. To answer questions about the aging process and the physical and psychological needs of the elderly;

2. To identify and delineate the agencies and services available to the elderly.

3. To focus on the self-help coping strategies for dealing successfully with caring for elderly parents.

CLIENTELE

Participants in the program come from diverse backgrounds. This information is collated from registration forms, observation of participants and comments on evaluation forms.

Attendees' ages range from 18 to 74 and include children, grandchildren, relations and spouses of the aging as well as those planning for their own future. In addition, many social service professionals from public, private and church related agencies attend the program. A cross section of ethnic and racial backgrounds has been represented. The common problems in caring for the elderly cross all economic and social class lines.

Many of the attendees live in Queens County, where the College is located. Additional registrants are from other areas of New York City and the New York metropolitan area including Nassau and Suffolk Counties, Connecticut and New Jersey. Requests for program information and curriculum have also come from universities and hospitals in Virginia, New Hampshire, Georgia, Texas and Maryland.

PLANNING EFFORTS

Queens County, because of its own history and demography, is experiencing rapid growth in its number of resident senior citizens. Almost 20% of the county's population of two million are over 60 years of age. In the spring of 1981, a research effort was begun to determine educational programs for this growing segment of the adult population. Through a review of the literature, contacts with both public and private social service agencies, discussions with community leaders and governmental departments, and interview with many professionals in the field, the need for a program for adult caregivers

was clearly demonstrated. The original program design addressed five separate areas: Common Physical and Emotional Illnesses of Aging; Alternative Living Arrangements for the Elderly; Community Resources, Public Benefits and Entitlements; Legal and Financial Problems and Responsibilities; and Coping Strategies for Adult Caregivers. The point of this program design was to bring together in a coherent way diverse information directly affecting the care of the elderly. Without this basic and comprehensive information, the caregiver, who does not know the resources available (and is often in a crisis situation), must find his/her way through a maze of government regulations, private resources and legalities before any help is forthcoming. The participants learn important information (and have a forum for questions), become comfortable with coping techniques, and receive resource material for follow up action.

One of the basic strengths of the program is its faculty. Professionals, each with long experience in their specific fields, were selected to aid in the development of curriculum and to serve as faculty. Each one of these professionals--social worker, lawyer, geriatric nurse--not only organized an extensive amount of information to fit into a time frame for presentation but developed techniques for presentation which made for lively and interesting sessions.

The criteria for selection of faculty included expertise and experience in the subject area, ease in presentation to large groups, and a sense of humor and sensitivity to emotion packed material. The nurse practitioner, for example, in describing common illnesses makes a dramatic point when she tells the audience "Always remember, you are not the victim. They are the victims."

A program coordinator introduces and monitors each presentation and provides a link from one topic and session to the next. This social service professional who knows many other people working in this health care/social work area is also selected on the same basis and combination of knowledge of the field and ease of presentation.

EVALUATION

Evaluation is an integral component of this program. An evaluation survey (Exhibit A) was developed for use by all program participants. This provided the staff with information to assess the program content and design and its impact on the participants.

The program coordinator submits a written evaluation of the presentations and audience responses after each sequence is completed. Recommendations range from such things as a request for more emphasis on discussion of organic brain syndrome to an insistence on refocusing the discussion of coping strategies from an emphasis on support groups to a concentration on individual problems. All suggestions are considered and some are implemented.

Review of the program design after two semesters also resulted in a shift from five to four sections: the Community Resources portion of the program

was incorporated into Alternative Living Arrangements, and because of rapid changes in laws and regulations the Public Benefits and Entitlements section is now discussed in the Legal and Financial Problems section.

REPLICABILITY

The program was specifically designed to be easily replicated at other sites. The universal concern about caring for the aging has no geographic boundaries.

"Physical and Emotional Illnesses of the Aging" and "Coping Strategies" are geographically constant. Much of the "Alternative Living Arrangements" section is common to all locations, although specific local resources are, of course, different in each community. This section must be revised with that in mind. Since Federal laws and regulations are constant, the topics presented in the "Legal and Financial Responsibilities" section are of common concern in all locations. However, it must be remembered that Federal laws do change with time and local and state laws are different from place to place. The faculty for this section constantly updates the material.

SPECIFIC IMPACT ON INDIVIDUALS, INSTITUTIONS AND COMMUNITY

Impact on Individuals

The program had a strong impact on the individuals attending the sessions. Representative comments include:

> "The program removed any guilt feelings and I am now following through in receiving all the help I can. I realize I cannot do it alone."
>
> "The rundown on Medicare and Medicaid, knowing we can turn to someone in that speciality . . . was important."
>
> "I now know that I will be able to solve some difficulties."
>
> "Attending this program made a difference in the quality of my mother's life."

In addition, individuals attending the sessions repeatedly recognized the importance of having the necessary information for good caregiving. They also come to know that they need to discuss with others the difficulties they have. Once the caregiver knows what to look for and where to find it, the educational process has achieved one of its principal objectives.

Impact on Institutions

The program has been beneficial to the College and to other institutions. The College and its Continuing Education Program received wide recognition for

its community service programming. National interest in the program occurred after it was featured in an article in The New York Times (Exhibit B). This recognition facilitated additional outside support for the program. First, a grant from the Wood Kalb Foundation for the purpose of curriculum publication, and second, corporate support from Chase Center 60, a program of the Chase Manhattan Bank, N.A. to underwrite the cost of the program thus eliminating tuition fees. The curriculum and resource book (Exhibits C and D) were sent to State legislators to inform them about and increase their sensitivity to the problems of aging and also to acquaint them with how a public college can provide effective community service programs. Because we were able to publish both the curriculum and resource book, many colleges and universities which requested information with the idea of replicating the program received comprehensive material without charge.

Impact on the Community

Impact on the community was evident in the many letters received from community boards, local and national legislators, and other community leaders in business and government commenting on the need for a program such as Help: For You and Your Aging Parent. Local newspaper coverage describing the program praised program design and presentation. Many professionals in the field of aging attended the program. There was a ripple effect on the community as a whole as these professionals carried information back to their senior citizen centers, adult residential communities, church outreach groups, nursing homes, human resource departments and other agencies. As a result of the recommendation of a program participant, Help: For You and Your Aging Parent was presented as an all day seminar at a central church under the sponsorship of a local parish council and the Continuing Education Program of the College. Many of the 150 participants commented on the enormous amount of information and moral support they received from the program.

PROBLEMS AND SOLUTIONS

Several problems were encountered in the development and presentation of this program. The most difficult was developing a marketing strategy to attract prospective registrants.

Help: For You and Your Aging Parent was introduced to the public in the Summer 1981 Continuing Education Program Bulletin and through a specially designed brochure distributed to many social service, religious, philanthropic and governmental agencies. (Exhibits E and F) Approximately three to four weeks of professional full and part time staff time was spent in developing avenues of brochure distribution; through the creation of mailing lists, arrangements for the insertion of brochures in the mailings of other organizations and placement in libraries, schools, business and government buildings. The program announcement was also placed in various government and organization newsletters.

This effort to stimulate potential sources of interest and registrations is part of the overall educational objectives of the Continuing Education Program. A serious effort is made to assign professional staff time to develop the promotional and publicity techniques necessary to be sure that the public knows about our educational offerings.

One of the results of this work was the article which appeared in The New York Times. This single, supportive article still, over a year later, brings inquiries. Two additional problems, curriculum publication and the cost of tuition, were solved with the successful approval of a grant proposal to the Wood Kalb Foundation for publication of the course materials and the agreement to underwrite the cost of the program by Chase Center 60, a program of the Chase Manhattan Bank, N.A., which resulted in elimination of tuition for some sessions.

Help: For You and Your Aging Parent has been presented five times over four semesters. The format has alternated between five two hour evening sessions and an all day program. This alternate scheduling makes it possible for most people to attend. Over 500 people have participated directly in the program thus far. Requests for program information and help for planning similar programs continue to come to the Continuing Education Program office.